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ABSTRACT

This curriculum guide states physical education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from grades 5-12, is to develop attitudes and practices that contribute to the maintenance of physical fitness. The "key competencies" listed in this guide are the program basics. (CJ)

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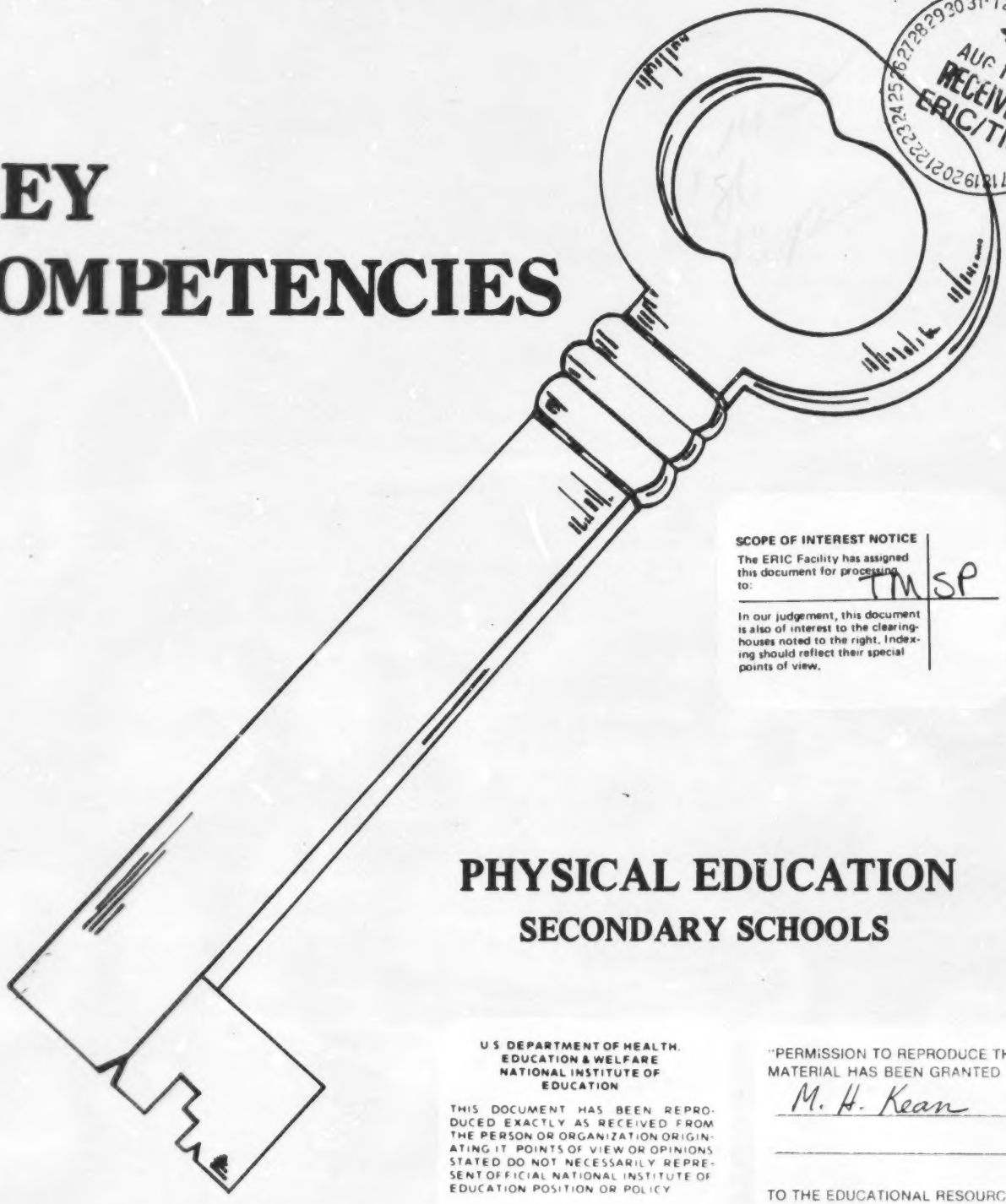
KEY COMPETENCIES



PHYSICAL EDUCATION
SECONDARY SCHOOLS

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SP 016 475

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The School District of Philadelphia

Office of Curriculum and Instruction

Division of Physical and Health Education

Secondary

Grades 5-12

Key Competencies

PHYSICAL EDUCATION

(Ungraded)

(U-PE)

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1980

AUG 4 1980

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File #200

June 2, 1980

Dear Colleagues:

The School District of Philadelphia is committed to quality education for all its students. In this regard, two recent events are of particular significance: the Board of Education resolution reaffirming the use of mandated curricula and the Superintendent's "Blueprint for Academic Achievement." All schools, unless receiving official approval to do otherwise, are to use the School District's courses of study; all students are to be considered as having high potential.

The "Blueprint" calls for the identification of essential learning for each grade. To assist principals and teachers, the Office of Curriculum and Instruction has prepared "Key Competencies" for the mandated subjects. With each competency are behavioral objectives which can be used to evaluate mastery of the competency. The lists are comprehensive and coded for easy reference. Each publication contains the sequence of competencies for either elementary or secondary subjects thus providing a perspective of learning over a period of time. Copies are being distributed to all personnel directly involved with instruction.

It should be noted that the term *key competency* signifies the opening of the door to learning. In no way should mastery of these competencies be considered the limit of education. The courses of study provide a full array of content and activities. On the other hand, failure to master the key competencies should be a signal for intensive evaluation of the effectiveness of the educational program - a process calling for collaborative effort of school, home, and if need be, community.

A curriculum publication is, by its very nature, always in a state of development. Your review of this document is eagerly sought and your recommendations will be deeply appreciated. Please send your comments to me. I am as close to you as your phone.

With every good wish.

BERNARD G. KELNER
Associate Superintendent
Curriculum and Instruction

BGK/ar

PHYSICAL EDUCATION

The major goal of physical education is to develop desirable attitudes and practices that contribute to maintaining physical fitness throughout life. Carefully planned learning experiences through physical activity also contribute to mental alertness, emotional maturity and social growth. Physical education and its major component, physical fitness, contribute to the education of the whole person by providing:

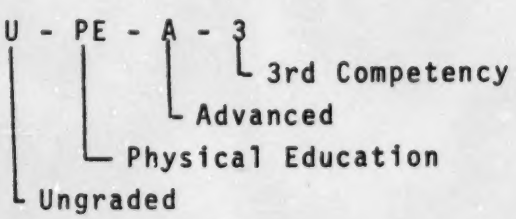
1. Strength and endurance to perform daily tasks with alertness and vigor.
2. Ample energy to enjoy leisure time activities.
3. Reserve strength to meet unforeseen emergencies.
4. An appreciation of good physical condition and well-being.
5. Skills for participation and enjoyment of lifetime sports.
6. Skills of competition and cooperation.
7. Skills in human relations.
8. An appreciation of the significance of sports in American and world cultures.

The scope of the physical education program is for grades kindergarten through twelve.

The booklet will treat the key competencies in the secondary program (grades five through twelve).

The following coding system was used to designate the competencies

Example:



01 - Student Outcome 1

02 - Student Outcome 2

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The physical education program is ungraded. The time when students engage in these competencies is dependent on their physical maturity.

U - PE - I — Intermediate (grades five through nine)

U - PE - A — Advanced (grades ten through twelve)

For further information regarding physical education, its curriculum and services, please refer to Curriculum Means Service or contact:

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Stevens Administration Building
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Phone: 299-7257

PHYSICAL EDUCATION
INTERMEDIATE
(U-PE-I)

Key Competencies

Grades Five through Nine

U-PE-I-1 STUDENTS WILL DEMONSTRATE PROFICIENCY IN PSYCHOMOTER SKILLS:

01. Demonstrate the ability to properly align the body segments in various positions and correctly utilize body mechanics in activities of daily living as measured by performance criteria designated by each school.

02. Using national, state or local standards, demonstrate the ability to perform a satisfactory level of:
    a. Cardio-respiratory efficiency
    b. Flexibility
    c. Muscular strength and endurance

03. Demonstrate the ability to flex and extend the joints through a full range of normal motion as measured by performance criteria designated by each school.

04. Demonstrate proficiency and/or duration in the following beginning aquatic skills as designated by each school:
    a. Propel the body in a side-down position using only legs.
    b. Propel the body in a side-down position using only the arms.
    c. Propel the body in a prone position using only the legs.
    d. Propel the body in a prone position using only the arms.
    e. Propel the body in an inverted position using only the arms.
    f. Breath control with bobbing.
    g. Breath control while alternating side and front-face positions in and out of water.
    h. Propel the body in an inverted or prone position using both arms and legs.
    i. Complete basic self-rescue maneuvers.
    j. Maintain drown-proofing for an extended period of time.

U-PE-I-1

STUDENTS WILL DEMONSTRATE PROFICIENCY IN PSYCHOMOTOR SKILLS (continued):

05. Demonstrate proficiency and/or duration in the following beginning tumbling and gymnastic skills as measured by performance criteria designated by each school:
    a. Perform basic vaults on low vaulting box or side horse.
    b. Perform basic climbing and hanging skills on the vertical rope.
    c. Perform basic skills on the rings.
    d. Perform a variety of scales on the low balance beam.
    e. Perform inverted balances with increased degree of difficulty.
    f. Roll in a backward direction, execute backward falling patterns in combination with other basic stunts or skilled patterns of movement.
    g. Combinations of tumbling stunts.
    h. Basic tumbling turns.

06. Demonstrate proficiency and/or duration in the following rhythmic skills as measured by performance criteria designated by each school:
    a. Combinations of basic locomotor and non locomotor movements to various tempos and in varying directions with turns.
    b. A variety of folk and social dances using combination steps.

07. Demonstrate proficiency in the beginning fundamental skills of five team sports listed in the Digest of Physical Education Activities as measured by performance criteria designated by each school.

08. Demonstrate proficiency and/or duration in the ability to participate in five team lead-up games or modified team games as measured by performance criteria designated by each school.

09. Demonstrate proficiency and/or duration in the beginning fundamental skills of three individual sports listed in the Digest of Physical Education Activities as measured by performance criteria designated by each school.

Grades Five
through Nine

U-PE-I-2 THE STUDENTS WILL DEMONSTRATE PROFICIENCY IN COGNITIVE SKILLS:

01. Demonstrate, by oral response, identification of pictures, graphics or illustration, comprehension of the stated psychomotor competencies by analyzing errors in performance as measured by criteria designated by each school.

02. Demonstrate by written and/or oral response the relationship between mental/emotional/physical well-being and physical fitness components and regular physical activity.

U-PE-I-3 THE STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE AFFECTIVE SKILLS:

01. Exhibit verbal and physical expressions of enthusiasm, joy and satisfaction with participation in learning activities and performances.

02. Exhibit participation in physical activity of personal choice during opportunities of free play.

03. Exhibit the ability to participate with self-control and cooperation in directed and non-directed activities.

04. Exhibit participation within the prescribed activity standards.

05. Exhibit safe participation during the learning activities, game play and free-play.

06. Exhibit an awareness and sensitivity of the feelings of others.

PHYSICAL EDUCATION
ADVANCED
(U-PE-A)

Key Competencies

Grades Ten through Twelve

U-PE-A-1 STUDENTS WILL DEMONSTRATE PROFICIENCY IN PSYCHOMOTOR SKILLS:

01. Using national, state or local standards demonstrate the ability to perform a satisfactory level of:
    a. Cardio-respiratory efficiency
    b. Flexibility
    c. Muscular strength and endurance

02. Demonstrate proficiency and/or duration in the following aquatic skills as measured by performance criteria designated by each school:
    a. Propel the body in an inverted position using only legs.
    b. Propel the body in an inverted or prone position using both arms and legs.
    c. Propel the body underwater using both arms and legs.

03. Demonstrate proficiency and/or duration in the following tumbling and gymnastics skills as measured by performance criteria designated by each school:
    a. Perform a variety of jumps.
    b. Perform a variety of body rotations.
    c. Perform basic vaults on a chest-high side horse.
    d. Perform basic skills on the even parallel or uneven parallel bars including mounts, supports, swings and dismounts.
    e. Plan and perform an exercise routine on the even parallel or uneven parallel bars.
    f. Perform a variety of elementary stunts on the rings.
    g. Perform basic mounts, stunts, and dismounts on a regulation balance beam.

Grades Ten
through Twelve

U-PE-A-1 STUDENTS WILL DEMONSTRATE PROFICIENCY IN PSYCHOMOTOR SKILLS (continued):

03. Demonstrate proficiency and/or duration in the following tumbling and gymnastics skills as measured by performance criteria designated by each school (continued):

h. Perform inverted balances using only the arms for support.
i. Combine balancing with basic tumbling skills.
j. Perform a variety of stunts involving springing action.
k. Execute basic tumbling maneuvers when the body is momentarily airborne.

04. Demonstrate proficiency in the beginning fundamental skills of three lifetime sports listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

05. Demonstrate proficiency and/or duration in an intermediate level of competency of fundamental skills in two individual sports listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

06. Demonstrate proficiency in the beginning skills of two forms of dance listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

07. Demonstrate proficiency in an intermediate level of competency of fundamental skills, in five team sports listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

Grades Ten
through Twelve

U-PE-A-1 STUDENTS WILL DEMONSTRATE PROFICIENCY IN PSYCHOMOTOR SKILLS (continued):

08. Demonstrate proficiency in the beginning fundamental skills of four recreation activities listed in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

09. Demonstrate proficiency and/or duration in the following aquatic skills as measured by performance criteria designated by each school:
    a. One power stroke
    b. One survival stroke
    c. Drown-proofing
    d. Water entry

10. Demonstrate competency in three lifetime sports from the list in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school. A minimum of one each should be selected for outdoor and indoor participation.

11. Demonstrate competency in three individual sports from the list in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

12. Demonstrate competency in five team sports from the list in the Digest of Physical Education Activities, Sports and Dance as measured by performance criteria designated by each school.

13. Demonstrate competency in four recreation activities from the list in the Digest of Physical Education Activities, Sports and Dance as measured by the performance criteria designated by each school.

14. Demonstrate competency in two forms of dance from the list in the Digest of Physical Education Activities, Sports and Dance as measured by the performance criteria designated by each school.

Grades Ten
through Twelve

U-PE-A-1 STUDENTS WILL DEMONSTRATE PROFICIENCY IN PSYCHOMOTOR SKILLS (continued):

15. Demonstrate proficiency in tumbling and gymnastic skills as measured by performance criteria and designated by each school.

16. Based on national, state or local standards, demonstrate the ability to perform a satisfactory level of:
    a. Cardio-respiratory efficiency
    b. Muscular strength and endurance
    c. Flexibility

17. Demonstrate components of a general adult level physical fitness maintenance program as measured by performance criteria and designated by each school.

U-PE-A-2 STUDENTS WILL DEMONSTRATE PROFICIENCY IN COGNITIVE SKILLS:

01. Demonstrate verbally and/or in writing a beginning knowledge of rules, basic strategies and/or tactics of competition, as measured by criteria designated by each school:
    a. Three lifetime sports as listed in the Digest of Physical Education Activities, Sports and Dance.
    b. Three individual sports as listed in the Digest of Physical Education Activities, Sports and Dance.
    c. Five team sports as listed in the Digest of Physical Education Activities, Sports and Dance.
    d. Four recreation activities.
    e. Tumbling and gymnastics.
    f. Two forms of dance as listed in the Digest of Physical Education, Sports and Dance.
    g. Aquatics.

02. Identify and contrast verbally and/or in writing an introductory knowledge of cardio-respiratory endurance, flexibility, muscular strength and endurance as measured by criteria designated by each school.

Grades Ten
through Twelve

U-PE-A-2 STUDENTS WILL DEMONSTRATE PROFICIENCY IN COGNITIVE SKILLS (continued):

03. Demonstrate, by written and/or oral response, the relationship between mental/emotional/physical well-being and physical fitness components and regular physical activity.

04. Demonstrate verbally and/or in writing knowledge of rules, basic strategies and tactics of competition as measured by criteria designated by each school:

a. Three lifetime sports from the list in the Digest of Physical Education Activities, Sports and Dance. A minimum of one each should be selected for outdoor and indoor participation.
b. Three individual sports from the list in the Digest of Physical Education Activities, Sports and Dance.
c. Five team sports from the list in the Digest of Physical Education Activities, Sports and Dance.
d. Four recreation activities from the list in the Digest of Physical Education Activities, Sports and Dance.
e. Two forms of dance from the list in the Digest of Physical Education Activities, Sports and Dance.

05. Identify and contrast verbally and/or in writing the following physical fitness components as measured by criteria designated by each school:

a. Cardio-respiratory endurance
b. Flexibility
c. Muscular strength and endurance

06. Identify and explain verbally and/or in writing the relationship of strength, endurance and flexibility to physical performance.

07. Identify and correlate the relationship between personal fitness and personal health for youth and adults as measured by criteria designated by each school.

Grades Ten
through Twelve

U-PE-A-2 STUDENTS WILL DEMONSTRATE PROFICIENCY IN COGNITIVE SKILLS (continued):

08. Identify and explain verbally and/or in writing the potential hazards and safety measures to be observed in the following activities as measured by criteria designated by each school:

a. Aquatics
b. Lifetime sports
c. Individual sports
d. Team sports
e. Recreation activities
f. Dance
g. Adapted activities
h. Adapted sports
i. Adapted therapeutic exercises

09. Identify and explain verbally and/or in writing comprehension of buoyancy, gravity, inertia, mass and other forces affecting human performance and objects as measured by criteria designated by each school.

U-PE-A-3 STUDENTS WILL DEMONSTRATE PROFICIENCY IN AFFECTIVE SKILLS:

01. Exhibit participation in physical activity of personal choice during opportunities of elective play.

02. Exhibit ability to participate with self-control in directed and non-directed activities.

03. Exhibit participation within the prescribed activity standards.

04. Exhibit safe participation during the learning activities, game play and elective play.

05. Exhibit participation or initiate out-of-school activities that are pleasurable in the development of physical fitness.

06. Exhibit an awareness and sensitivity of the feelings of others.

Grades Ten
through Twelve

U-PE-A-3 STUDENTS WILL DEMONSTRATE PROFICIENCY IN AFFECTIVE SKILLS (continued):

07. Exhibit tolerance and acceptance of individual attitudes and performances in team participation.

08. Exhibit courteous relations and self-control in results of personal and group performances.

09. Exhibit leadership and fellowship in directing, guiding and participating in group activities and tasks.

10. Exhibit through continuous participation the value of personal fitness and health, pleasure in activity or better performance.

11. Exhibit responsible safety behavior and judgment during participation in:

    a. Aquatics
    b. Lifetime sports
    c. Individual sports
    d. Team sports
    e. Recreation activities
    f. Dance